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ABSTRACT

Designed to be used in conjunction with the Defined Minimum Program for South Carolina School Districts, these guidelines were developed as part of an effort to evaluate the statewide media program and make recommendations for improvement. Guidelines are presented for the following aspects of the school media program: (1) goals for the media program; (2) media center personnel; (3) media center facilities; (4) media center resources; (5) the media center program; and (6) finances. Section 3.10, "Media Centers," excerpted from the South Carolina School Facilities Planning and Construction Guide, is also included, and a listing of members of the Task Force on School Library Media Centers is provided. (KM)

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GUIDELINES FOR SCHOOL LIBRARY MEDIA CENTERS

State Department of Education
Charlie G. Williams, Superintendent
1986

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FOREWORD

These guidelines were developed by the Task Force on School Library Media Centers which was appointed in 1985 to evaluate the statewide media program and to make recommendations for improvement. The guidelines are to be used in conjunction with the Defined Minimum Program for South Carolina School Districts.

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GOALS FOR THE MEDIA PROGRAM

1. A sufficient number of well-trained staff members will be provided in each media center to implement goals of the district and to meet state standards.

2. There will be well-planned media programs integrating library materials with the curriculum in all schools.

3. Students will be able to locate, use, evaluate and produce materials, both print and non-print.

4. All schools will have attractive facilities, with space adequate for the media program.

5. There will be collections of well-organized and accessible materials which reflect the needs of the curriculum and of the school community.

6. Budgets will be provided to develop and maintain collections and hardware.

MEDIA CENTER PERSONNEL

1. Each school, regardless of enrollment, has a media specialist serving full-time.

2. The media specialist is on duty in the media center throughout the school day and for ½ hour before and after school.

3. The hours of the media specialist may be extended as the program expands.

4. Planning time (as provided for teachers) is provided for the media specialist to consult with teachers on a regular basis.

5. A substitute is provided when the media specialist is absent.

6. The professional staff has a valid South Carolina certificate as a media specialist.

7. Additional staff is provided as enrollments increase. Schools with enrollments of 500-1000 require one media specialist and one clerk; schools with enrollments of over 1000 have two media specialists and one clerk.

8. Technicians are provided to maintain the computers.

9. College courses in the media field are available for the training of personnel.

10. Media specialists participate in staff development through formal study, professional meetings, and visitations. Leave time is provided for professional meetings and visitations.

11. Media specialists are evaluated, using an instrument especially designed for the media program.

12. Media coordinators are recommended for districts with ten or more schools. Small districts are served by regional coordinators.

13. Efforts are made to recruit and retain prospective media specialists.

MEDIA CENTER FACILITIES

1. Schools have inviting media centers that are conducive to learning.

2. Media centers are located with regard to future growth and technology, i.e., possible automation of the center.

3. Educational specifications are developed prior to the drawing of building plans for new construction and renovations.

4. The South Carolina School Planning and Construction Guide is used as a guide for remodeling as well as for new construction.

MEDIA CENTER RESOURCES

1. Each student has easy access to a well-rounded and attractive collection.

2. A policy for weeding is included in each district's selection policy.

3. Standards for materials:

Books	-	10 useful titles per student. In the non-fiction area, 1/5 of the science and social studies collection with copyright dates within the last 5 years.
Reference	-	all encyclopedias within the last 10 years and at least one within the last 5 years. Access to an on-line data base.
Periodicals	-	Elementary: 1 periodical per 20 students, minimum of 20. Subscription to the Children's Magazine Guide or the Abridged Reader's Guide to Periodical Literature. Secondary: 1 periodical per 20 students, minimum of 25. Subscription to the Reader's Guide to Periodical Literature or the Abridged Reader's Guide to Periodical Literature.
Newspapers	-	Elementary: at least 1 daily newspaper. Secondary: 2 or more daily newspapers (local, regional and national.)
Audiovisual and Computer Software	-	5 Pieces of non-print media per student. (Note: one kit containing several filmstrips and cassettes constitutes one item.)
Equipment	-	Consider the needs of the school and the ALA standards.*
Vertical File	-	Materials as needed (with particular emphasis on local history.)

* American Association of School Librarians, ALA and Association for Educational Communications and Technology. Media Programs, District and School, 1975.

MEDIA CENTER PROGRAM

Services of the media center include providing access to materials, information, instruction in media skills, production opportunities, consultation and planning with teachers.

To be effective the media program is integrated with the total curriculum. The selection of materials is a joint responsibility of the media specialist, the teachers, and the principal. Media specialists plan with teachers for instruction, reinforcement, and enrichment.

Flexible use of media centers is necessary if media skills are to be integrated with classroom needs. Media skills instruction is scheduled by the media specialist in cooperation with the classroom teachers. District curriculum guides for instruction in media skills Pre K-12 are used to coordinate instruction among the grades.

The media center is made accessible to all with no study halls or classes occupying this space on a regular basis.

The media program is evaluated regularly, and the media skills program is included in this evaluation. Media specialists, administrators, teachers, students, and community representatives are involved in the evaluation process. State, district or local guidelines are used for evaluation purposes.*

* Media Programs, An Evaluation Guide, State Department of Education, 1983.

FINANCES

The academic program receives adequate financial support.

Districts allocate to each school a specific budget (based upon the number of students) for the purchase of print and non-print materials and equipment for media centers.

The media specialist takes the initiative in developing the media center budget and requesting funds for this purpose.

The media specialist investigates sources of supplemental funds, i.e., Federal funds, grants, and private sources.

Equipment, maintenance of equipment and furnishings require a separate budget.

An annual financial report is prepared by the media specialist.

f. Location: Not critical, although preferred near the general administration and public entrance area of the building.

5. **Office of Programs for the Handicapped, South Carolina Department of Education**

Call consultants in this office if further information is needed.

3.10 MEDIA CENTERS

1. **Location**

a. Should be centrally located with regard to classrooms and should be in the main academic building. Location on first floor preferred so that facility can be readily accessible for after-hours or summer programs, in which case consider isolating media center and administration area by locked corridor doors or other arrangement to make remainder of building inaccessible.

b. Should not be located near potentially noisy areas such as band or choral rooms, gymnasiums, or playgrounds.

c. Consider in the initial design stage expansion possibilities in case of future enrollment growth, particularly if reading room does not border on an exterior wall. Adjoining classrooms are usually the most feasible expansion possibility; avoid being "boxed in" by stairs, mechanical rooms, science labs, and the like.

2. **Reading Rooms**

a. The minimum size of the reading room for each media center **shall** be determined as follows.

- Elementary: For schools having an enrollment of up to one thousand (1,000) students, 10 percent of the enrollment multiplied by 30 sq. ft., with a minimum size being 1200 sq. ft.

- Secondary: For schools having an enrollment of up to two thousand (2,000) students, 15 percent of the first 400 students plus 10 percent of the remainder, the total to be multiplied by 30 sq. ft.

- For schools having enrollments in excess of the above, the additional area required should be determined by the district, based on the students to be seated at any one time, volumes to be accommodated, and type of programs expected to be utilized.

b. The amount of student seating to be provided in the reading room should be determined by the district, based on anticipated needs.

- A maximum of 30 percent of the reading room seating should be at carrels. In primary schools, 48"-round wired tables may be used also in addition to carrels.

- Tables should seat a maximum of four students and lounge furniture or casual chairs should be provided for a small percentage of those to be seated in the reading room (in primary schools, as many as 20 students may be seated on floor for storytelling activities).

- Each conference room should seat a minimum of six students.

c. Avoid odd-shaped reading room. Librarian should have visual control of entire facility.

d. Avoid use of storytelling "pits" or stages unless space is generous; they tend to make floor space less flexible.

From the South Carolina School Facilities Planning and Construction Guide. State Department of Education, 1983.

e. General: Floor should be carpeted. Provide display case, and tackboards as directed by district; consider mounted screen in storytelling area of elementary schools. Provide adequate electrical floor and wall outlets; ceiling lighting should be on more than one switch for intensity control.

3. **Office/Workroom**

   a. These areas **shall** be required in all media centers and are most often combined, although in larger secondary schools a separate office may be desired. Recommend an area a minimum of 180 sq. ft. in smaller schools and up to 250 sq. ft. in larger schools. Should be 11'-12' minimum width.

   b. Should have 36" high work counter on one wall with stainless steel double sink and swing faucet with hot and cold water, and with storage cabinets below and upper wall storage cabinets. Coat-hanging storage for librarian desirable. Provide as much bookshelf space as possible. Need space for typing desk and minimum of one chair.

   c. Generous glass area should be provided for overview of reading room. If conference room should adjoin office/workroom, provide glass viewing panel between the two.

4. **Conference Room(s)**

   a. A minimum of one **shall** be required in all media centers, with two recommended in larger elementary schools and two or more in larger secondary schools. Recommend 120 sq. ft. with 10' width.

   b. Install wall bookshelves where possible. Provide glass viewing panel to reading room for supervision purposes.

   c. Where two conference rooms occur, recommend a folding door between them to provide size flexibility.

5. **Audio-visual Storage Room**

   a. One **shall** be required in all media centers. Should be very secure with no windows or viewing glass permitted. Size should be determined by amount of hardware to be housed plus consideration for video tape recording center if placed here. Usually 165-225 sq. ft. is needed with 11'-12' minimum width.

   b. Door to AV storage should open into reading room and should be in close proximity to main corridor entrance to media center if possible; otherwise a second non-access door from AV storage directly to corridor may be considered. Type and amount of shelving to be determined by district's requirements.

6. **Periodical Storage**: In elementary schools, a conference room may be used to house periodical collection. In secondary schools, a separate room of 150 sq. ft. minimum is recommended.

7. **Additional Spaces**: TV studio, professional library, darkroom, etc. as per district's program.

8. **ETV/VTR**

   a. TV outlet should be provided in reading room, elsewhere at district's direction.

   b. Use of video tape recording equipment (VTR) is increasing rapidly and all new facilities should at least be provided with conduit provisions for this. This equipment is most often located in the AV storage room, but may also be in the office/workroom.

   c. For suggested VTR console designs, see Television Building Distribution Specifications in DIVISION 15—REFERENCE MATERIALS.

9. **Wired Carrels**: Recommend locating these in reading room in general area near AV storage. May be in ranges or complexes. Wireless headsets may also be used.

10. **Bookshelving**

a. State standards require the following minimum number of books to be housed in a media center.

Grades K-6	10 volumes per student enrolled
Grades 7-8	8 volumes per student enrolled
Grades 9-12	6 volumes per student enrolled

However, a minimum of 10 books per student is recommended for **all** schools, and the district should be consulted as to the number to be actually allowed for (most districts wish to meet other accreditation standards also, such as those of the Southern Association of Colleges and Schools).

b. Allow eight books per lin. ft. of shelf space; count shelving in office/workroom, conference room, periodical room, and reading room in computing total.

c. Locate shelving on all possible walls and under glass view windows. Install free-standing shelving only if necessary amount cannot be obtained by wall shelves. Wood shelving preferred for quietness; individual shelves should be adjustable.

d. Free-standing counter-type shelving, exclusive of stacks, should not be higher than 42" because of problems of supervision.

e. Widths: Approximately 10" and 12" (depending on manufacturer's standards). Consult with district as to the different widths desired.

f. Lengths: 3' sections, with ranges of free-standing counter shelving broken at 6' maximum intervals for aisle.

g. Maximum Heights:

Wall shelving — Elementary	72" maximum
Wall shelving — Secondary	84" maximum
Counter shelving — all schools	42" maximum
Storage shelving — all schools	84" or to ceiling

h. Picture book shelving (with dividers) should be used for primary books and should be housed in 42" counter shelving or on lower three shelves of standard wall shelving.

i. Special shelving for periodicals and newspapers is optional.

11. **Tables**

a. Sizes: 42" square, 42" round, or 3' x 5' oblong; tables larger than these should not be used except that one or two 48"-round (wired) tables should be included for primary grades. Allow four students at each table for seating calculations.

b. Heights: 26" primary; 28" elementary; 30" secondary.

c. Chair heights: 15" primary; 17" elementary and secondary.

12. **Other Furnishings**

a. Lounge furniture and occasional chairs recommended.

b. Circulation Desk: 29" high elementary; 39" secondary.

c. Card Catalog and Stand (lower leg base is needed for elementary schools).

To determine the number of catalog drawers needed:
Multiply number of volumes x 5 = number of drawers needed
1,000

d. Vertical File: One or more legal-sized four-drawer type.

e. Newspaper Racks: Not recommended for elementary; optional for secondary.

f. Atlas Stands: Atlases may be housed on regular shelving in elementary or small secondary schools.

g. Dictionary Stands: Revolving tabletop stands are recommended.

h. Book Truck: One or more needed.

13. **Security System**

Architect should consult district about desirability of including security system at exits from library reading room.

14. **School Services Unit, Office of General Education, South Carolina Department of Education**

Call library consultants in this office if further information is needed.

3.11 TEACHERS' LOUNGES

1. **Traditional Concept**: One central lounge for all teachers with teacher toilets in the same general area. In multistory buildings, a lounge should be considered for each floor.

a. Size: To depend on number of teachers to be served. The average size ranges from 200-275 sq. ft.

b. Equipment

- Recommend a base cabinet and 36" countertop approximately 6' to 8' long with sink and swing-faucet fitting with hot and cold water.
- Range top and built-in oven may be included, or portable countertop oven and hot plate may be used instead.
- It is desirable to have upper wall cabinets over the base cabinet for general storage.
- Provide space in the room for one or two drink-dispensing machines.

c. Recommend teachers' toilets to be near lounge, but toilets should **not** open directly off the lounge itself. Make access to toilets off sub-corridor or corridor alcove, preferably.

d. Consult the district as to advisability of installing a telephone in the lounge.

2. **Another Concept**

a. Teachers' lounges may be combined with teacher offices/workrooms where the latter are provided for all teachers in a certain curriculum (science, math, etc.) or for all teachers in certain elementary grade levels, for examples. A sink with a generous work counter and refrigerator space should be allowed for, in addition to an individual desk, chair, and file cabinet for each teacher. Usually 60-70 sq. ft. per teacher is required for this combination arrangement.